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ABSTRACT

This resource paper addresses the issue of career planning and employment strategies for individuals with disabilities in postsecondary academic and technical institutions. A section on campus strategies presents projects and programs in postsecondary educational settings that demonstrate the most positive and effective career planning and employment strategies. The strategies include campus-employer cooperation, cooperative education, concentrated campus strategies, campus-vocational rehabilitation services cooperation, vocational-technical training, and nondegree programs. Subsequent sections describe 4 federal programs, 3 programs with a national focus, names and addresses of 7 resource persons, 15 publications and films, and 5 organizations. (JDD)

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CAREER PLANNING AND EMPLOYMENT STRATEGIES FOR POSTSECONDARY STUDENTS WITH DISABILITIES

Career counseling is an integral part of the education process in preparing students for adult life. The current complexity of the marketplace requires that students from kindergarten on be increasingly and intensively exposed to career education, vocational education, and career development. The role of the counselor in these programs is to aid students to find a place in the world of work. The influx of students with disabilities into regular classrooms as a result of legislation (the Rehabilitation Act of 1973, the Education for All Handicapped Children Act of 1975, the Carl D. Perkins Vocational Education Act of 1984, Individuals with Disabilities Education Act and the Americans with Disabilities Act of 1990) and technological advances have required counselors to move creatively to address the reemphasized employment needs of students with disabilities.

This paper is designed to be a resource for counselors, administrators, instructors, and students with disabilities who are concerned about career planning and employment. The information included addresses the issue of career planning and employment strategies for individuals with disabilities in postsecondary academic and technical institutions. For specific information about self assessment, resume writing, and job searches, see the **Selected Annotated Bibliography** at the end of this resource paper.

As increasing numbers of students with disabilities reach American campuses, those responsible for guiding career planning and employ-

ment have found that this population presents some unique challenges.

These students may have limited or unrealistic career expectations, largely because their parents, teachers, and advisors were unaware of the range of careers from which they might choose. Students with disabilities may have limited career expectations since they are not often exposed to role models of successfully employed professionals with disabilities. Many are reared in an environment shaped by the "medical model," a lifestyle which encourages undue deference to authority, extended sense of dependency, and discouragement of healthy risk-taking. Also, many lack the diverse experience of part-time and summer jobs which can assist students to assess their competence and career satisfaction. All of these factors combine to leave many postsecondary students with disabilities ill-prepared to cope with effective career implementation. It is critical that career counselors are able to intervene early to counter the unique problems identified above so that their disabled clients can realize their maximum employment potential.

In the information that follows, the HEATH Resource Center presents those projects and programs in postsecondary educational settings that demonstrate the most positive and effective career planning and employment strategies. The **Selected Campus Strategies** section provides ideas currently working in postsecondary institutions for the career counselor or administrator who is attempting to establish a similar program on his/her campus.

The sections on **Federal Programs** and **Programs with a National Focus** are resources for counselors to use as referrals, and students to use in their own search for employment. Names and addresses of selected **Resource Persons** knowledgeable in these areas of concern follows.

The paper concludes with a **Selected Annotated Bibliography and Resources** for the reader's independent research.

SELECTED CAMPUS STRATEGIES

The increase in effective support services for students with disabilities which occurred in the last decade included the development of career planning and employment services for students with disabilities. Most program developers have followed the decentralized approach to establishing a new service—**building on existing strength**—that is, teaching the experts on career planning how to work with students who are disabled instead of setting up a separate duplicative service just for certain students. Thus, most of the strategies discussed in this section are based on the premise that the existing Career Development Office on campus which serves all students also serves students with disabilities.

Ideas to enhance the preparation of students with disabilities to obtain and keep jobs include working with on-campus recruiters, community employers, and encouraging part-time and/or summer employment in and around their communities

through internships, cooperative education, and Job Partnership Training Act (JPTA) programs, as well as apprenticeship programs. The increased federal focus on the transition from high school to postsecondary education and work has offered local educational programs a chance to work throughout their communities in new and exciting ways. As traditional academic programs reemphasize career planning and employment, and vocational training and placement oriented programs become available to students with disabilities, a wider range of educational/training opportunities are available than ever before.

Selected strategies are described below, illustrating different methods in various settings for accomplishing the goal of assisting students with disabilities to prepare for employment. Above all, students are to be encouraged to suggest alternative strategies to the career development officer at their own institutions. Model programs described here and elsewhere have been effective and if emulated, could serve to enhance other career planning programs for students with disabilities.

Campus-Employer Cooperation

The Disabled Student and Alumni Placement Program is a component of the Career Planning and Placement Center at the **University of California-Berkeley**. Staff of the Disabled Student and Alumni Placement Program work closely with public and private sector employers to assist with the recruitment, selection and employment of students and alumni with disabilities in intern, summer, and career positions. Disabled Student and Alumni Placement Program staff attempt to intervene early in a student's program to encourage exploration of appropriate career alternatives and to impress upon students with disabilities the value of work experience in the process of career decision making. Other services include advising on job modifications, job search strategies, interviewing skills, and financial benefits. For more information contact Coordinator, Disabled

Student Placement Program, University of California, Berkeley CA 94720 • or call (415) 642-0592 voice or TDD.

Cooperative Education

In 1909, **Northeastern University**, MA a large, urban, independent university, became the nation's first to be totally committed to cooperative education (alternating study and paid work experience) as a way of financing higher education as well as exploring career options. Faculty at Northeastern now counsel over 9,500 undergraduate and graduate students who work with about 3,000 employers. The Cooperative Education Research Center, the information hub of Northeastern, has provided leadership in the field of cooperative education and since 1974, by systematically including students with disabilities. At present there are more than 50 students with disabilities enrolled in the Coop programs. For further information, contact G. Ruth Kukiela Bork, Assistant Dean for Students with Disabilities, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. (617) 437-2675.

For information on **National Cooperative Education** programs for persons with disabilities, contact the Cooperative Education Association, care of Chair of Handicapped Affairs Committee, Department of Cooperative Education, Northeastern University, PO Box 746, Boston, MA 02117.

Gallaudet University, DC also operates a cooperative education program which involves private and public employers nationwide. **Experiential Programs Off Campus** (EPOC) provides the school's almost exclusively deaf population with the opportunity to get hands-on job seeking skills, including resume-writing, interviewing and completing application forms; exposure to the "world of work;" a chance to re-examine their values, career interests and competencies while still in college; and further development of qualities necessary to keep a job, such as maturity, responsibility, and self-confidence. Students are eligible to earn up to twelve hours of credit toward graduation through co-op internships. The program has grown over 200 percent since 1985. Much of

the success is due to the training programs of EPOC supervisors and co-workers that are available on the University campus twice a year, or at the work site, if requested. Materials for EPOC supervisors are also available and a newsletter is sent to EPOC employers 3 times a year. For further information, contact Anne Nissen, Director, Experiential Programs Off Campus, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002. (202) 651-5240, voice or TDD.

Concentrated Campus Strategies

The Offices of Career Services and Disabled Student Development at **Ball State University**, IN have had a long and positive relationship. Without these two programs working closely together, the chances for viable employment opportunities for students with disabilities are greatly reduced. Each of these offices has specific types of knowledge and approaches that complement one another. Concentrated efforts for students with disabilities in the Ball State program include:

- *early contact*. Whenever possible an introduction to career planning occurs during the student's pre-admission visit.
- *cooperative effort*. Career Services (involving student employment, experiential education, co-op, internships, and full-time employment) and Disabled Student Development have a full partnership and commitment to the program.
- *credit courses*. Students are encouraged to enroll in classes encompassing career planning concepts, job search skills, and an on-campus internship.
- *role modeling*. Alumni of Ball State and other schools are invited to share their work and life experiences with undergraduates through video, in person, and through the annual "Outstanding Alumnus" award.
- *campus employment*. The Student Employment Office provides affirmative action employment assistance to students with disabilities and advice about reasonable accommodation to

employers. Video tapes, **Making Decisions/Getting Involved, and Getting and Experience/Successful Transitions**, feature Ball State alumni at work.

- *ambassadors*. Upper class students with disabilities, trained in leadership skills, develop a four-year sequenced experiential program which includes many of the activities mentioned above, and implements the program with freshmen.

For further information on this concentrated campus effort contact Richard W. Harris, Coordinator of Disabled Student Services, (317) 285-5293 or Jeannine A. Harrold, Director of Career Services, (317) 285-5634, both at Ball State University, Muncie, IN 47306.

Campus-Vocational Rehabilitation Services Cooperation

The program for Visually Impaired (VIP) at **North Central Technical College, WI**, is a prevocational and vocational education program, and was the first in the United States to be integrated in a postsecondary technical school. The program was developed in cooperation with the Wisconsin Division of Vocational Rehabilitation and is designed to assist adults with visual impairments to become capable of entering or re-entering an employment situation, adult vocational school, university, or more independent lifestyle. The special aspects of the program include low student/teacher ratio with instruction designed to meet individual student's needs, participation of students in the curriculum planning, utilization of community resources, and integration of students with their sighted peers. For more information contact the Program for Visually Impaired Students, North Central Technical College, 1000 Campus Drive, Wausau, WI 54401. (715) 675-3331, ex. 229.

University of Wisconsin-Whitewater, WI has a permanent cooperative venture with the State Division of Vocational Rehabilitation which supports a complete program of on and off-campus work experiences for clients who are students.

The project supplements the existing services of the University's Career Planning and Placement Service. In addition to developing work experience for students with disabilities, the program staff meets with business classes on campus to sensitize future leaders to employ persons with disabilities. For more information contact John Truesdale, Disabled Student Services, University of Wisconsin-Whitewater, 1004 Rosewater Hall, Whitewater, WI 53190. (414) 472-1568, voice or TDD.

Vocational-Technical Training

St. Mary's Campus (SMC) of the College of St. Catherine, MN is a co-educational institution which prepares students to work in allied health and human services occupations at the technical level. SMC offers associate degree and certificate programs in fields such as Physical and Occupational Therapy, Nursing, Chemical Dependency Counseling, and Medical Records and Transcription. Since 1977, students who are blind or visually impaired have entered and been successful in many of these programs. Over 40 students have graduated and found employment in their chosen health care occupation. The health care industry has previously been considered inaccessible to blind individuals. With appropriate accommodations in training, equipment, and technique, however, SMC is proving that this field is a viable career opportunity. Part of the program's success is attributed to the amount of time students spend at clinical affiliation sites, practicing and perfecting the adapted tools and techniques learned in the classroom. For more information contact Deborah Churchill, Coordinator for Students with Vision Impairments, St. Mary's Campus, 2500 Sixth Street, Minneapolis, MN 55454. (612) 332-5521.

Non-Degree Programs

The **Threshold Program** at Lesley College (MA) offers a college experience for young adults with learning disabilities and low-average cognitive ability. This two-year non-degree program is designed to help each

student achieve his or her full potential through vocational training for paraprofessional positions in early childhood or human service settings; through a series of courses designed to prepare them for apartment living; through social skills training; and through creative courses and clubs. A third year Transition Program offers support as graduates move on to living independently in apartments and begin employment. For further information, contact Dr. Arlyn Roffman, Director, Threshold, Lesley College, 29 Everett, Cambridge, MA 02138-2790. (617) 491-3739.

The **Life Development Institute (LDI)**, AZ, is a not-for-profit training center for older adolescents and adults with learning disabilities. LDI has a 3-month pre-employment Life Skills Training Program that assists students in developing self-esteem, appropriate attitudes, and motivation, job readiness training, accepting responsibility for own actions, job development/placement and independent living skills. LDI's 9 month residential program builds on the above and adds vocational exploration, vocational technical coursework or on-the-job training, computer literacy, academic and vocational skill related tutoring, a creative arts curriculum for development of academic and social skills, post-secondary advisement, job placement with job monitoring and crisis intervention. Additionally, LDI offers Continuum Service Programs which cover life and job crisis intervention, developing meaningful relationships, and planned leisure/social/recreational activities. These services are available to individuals who could benefit from continued development and reinforcement of the skills initiated in the Life Skills and Post-secondary Programs. For further information contact Robert Crawford, LDI, Chief Administrator, 1720 E. Monte Vista, Phoenix, AZ 85006. (602) 254-0822.

For additional discussion and listing of non-degree programs, request the paper **Young Adults with Learning Disabilities and Other Special Needs—A Guide to Transition Programs**, free from HEATH, One Dupont Circle, Suite 800, Washington, DC 20036. (800) 544-3284.

Federal Programs and Programs With a National Focus in the next two sections are specific resources for individuals with disabilities who are exploring career development and employment options. These programs are not necessarily campus based; they are programs created to broaden the employment and career opportunities available to people with disabilities by establishing a mutual awareness between employers and potential employees who are disabled. While those who utilize the services do not need to be students, it may be extremely worthwhile for postsecondary institutions and their career counselors to be aware of these programs as sources of information and referral.

FEDERAL PROGRAMS

Vocational Rehabilitation

A nationwide program for assisting people with disabilities to enter the job market is the federal-state Vocational Rehabilitation (VR) partnership. Any person is eligible if his/her disability threatens continued employment, interferes with employability, or disrupts function as a homemaker. According to VR guidelines, the disability must be physical or mental, and applicants must have a "reasonable chance of being employable following rehabilitation services." Vocational Rehabilitation offices are located in most cities. Scope of services vary from state to state, but certain services must be offered by every office, without charge and regardless of income. They are:

- evaluation of rehabilitation potential
- counseling, guidance, and referral services
- placement and post-employment follow-up

To find the Vocational Rehabilitation agency in the local area, look under the State listing in the telephone book or contact the HEATH Resource Center for your State Resource List and a copy of **Vocational Rehabilitation: A Postsecondary Student Consumer's Guide**.

Selective Placement

The United States Office of Personnel Management (OPM) provides a selective placement program for hiring, placing and advancing individuals with disabilities in the Federal civil service. The primary objective of the program is full and fair consideration in the employment process of persons with disabilities. Although OPM publishes a pamphlet outlining the program, each Federal agency or department has developed (in tandem with the various state departments of Vocational Rehabilitation) its own program of selective placement. Hence, one interested in selective placement should contact his/her local Federal Job Information Center which can be identified by the operator at (800) 555-1212, and should also contact the local office of his/her state's Vocational Rehabilitation department. Career development or disability service directors may request in writing that a representative from OPM come to their school to explain not only selective placement but also the regular competitive process of seeking Federal civil service employment. The OPM pamphlet, **Handbook on Affirmative Employment Programs**, is available from the US Office of Personnel Management, Room 7317, 1900 E Street, NW, Washington, DC 20415. A list of local OPM offices can be obtained at the same address. For additional information, call the Federal Job Information Center's coordinator for selective placement programs at (202) 632-6063.

Projects With Industry (PWI)

The Rehabilitation Services Administration of the U.S. Department of Education sponsors Projects With Industry, a series of programs where large firms like IBM, Honeywell, and Motorola, as well as organizations like the AFL-CIO and the Electronic Industries Foundation, serve as senior partners in programs designed to enhance employment and career opportunities for persons with disabilities. Goals include competitive employment for all participants, developing strong ties between people with disabilities and

the local labor market, and involving business and industry in a senior management and leadership role. Each project involves the establishment of an advisory council, an implementation committee, a training and placement component, and assessment of the project. PWI began in 1968 with three projects. To date over one hundred thousand participants with disabilities have found employment and over 5,000 corporations and firms are involved in programs. For a list of projects, contact Joe DePhillips, Project Manager, Projects With Industry, RSA/OSERS, 400 Maryland Avenue SW, Washington, DC 20202 or call (202) 732-1333.

President's Committee on Employment of People with Disabilities

The President's Committee on Employment of People with Disabilities (PCEPD) publishes a variety of brochures, pamphlets, booklets and posters promoting employment of people with disabilities. Contact PCEPD, 1331 F Street, NW, Washington, DC 20004-1107 for a publication list.

PROGRAMS WITH A NATIONAL FOCUS

Job Opportunities for the Blind (JOB)

JOB is the nationwide job listing and job referral system of the National Federation of the Blind (NFB), a service available without charge and meant to be used in conjunction with other services which exist locally. JOB features the **Recorded Bulletin**—a national job hunter's magazine on cassette for people who are legally blind and looking for work. JOB can assist networking nationwide with people who are in similar fields to the job seeker, who can help them help themselves through the whole job finding process. JOB works with teenagers through older adults in any skill and educational level. JOB has more than 40 free publications for job seekers

who are legally blind as well as employers who hire them. To use the service contact JOB, NFB, 1800 Johnson Street, Baltimore, MD 21230. (301) 659-9314 or (800) 638-7518.

National Center on Employment of the Deaf (NCED)

NCED, at the National Technical Institute for the Deaf/Rochester Institute of Technology (NTID/RIT), is a major national resource regarding the employment of persons who are deaf. NCED's five major functions are placement, employer development, training, continuing career development, and information services. Highlights of some of these functions include:

- **Placement.** Employment advisors assist students in the job search through intensive one-on-one interaction and classroom training in job search techniques. NTID has developed a text to facilitate this pre-employment training.

- **Training.** In-depth instruction regarding the implications of deafness for employment is presented to employers in two training programs called *Working Together: The Manager and the Hearing Impaired Worker*, and *Train The Trainer: An Employer Training Program*. For more information or details about any of the programs of NCED, contact Elizabeth Ewell, National Center on Employment of the Deaf, NTID/RIT, One Lomb Memorial Drive, Rochester, NY 14623. (716) 475-6834, voice or TDD.

Epilepsy Foundation of America - Employment Services Network

The Epilepsy Foundation of America (EFA) aims to increase employment opportunities for persons with epilepsy through its national network of employment programs. EFA's central program is the **Training and Placement Service (TAPS)** National Project, which has been in existence through Department of Labor funding since 1976. TAPS is situated in 13 cities (Atlanta, Miami, Kansas City, Tren-

ton/Newark, Los Angeles, Washington, Rochester, Portland, (Oregon and Maine), Minneapolis/St. Paul, Denver, Pittsburgh, and San Antonio.) TAPS emphasizes pre-employment job search training, with specific attention to epilepsy and employment issues, and peer and counselor support during a self-directed job search. EFA also sponsors a network of Coelho Jobs Centers, funded through the Coelho Jobs Fund which was created in 1986 by former Congressman Tony Coelho. Some of the centers utilize the TAPS model, while others use new approaches to providing employment assistance to individuals with seizure disorders. Jobs Centers operate as information and referral centers for participants, guiding them to employment assistance programs, training services, and competitive opportunities. The Skills Training and Employment Preparation Service (STEPS) model is provided for individuals more severely disabled by their seizure disorder and offers a continuum-based approach to job preparation and placement. TEEN WORK offers specialized employment services for teens with epilepsy with complimentary parent education. Coelho Jobs Centers operate in New Orleans, Annapolis, San Diego, Birmingham, Chicago, Houston, Mobile, Oakland, Memphis, Cleveland, and Garden City, NY; Janesville, WI; Rockford, IL; and Collingswood, NJ. For information about all of these programs sponsored by EFA, and the network of affiliated programs which have developed with local funding support contact Jim Troxell, Director, Employment and Training Services, 4351 Garden City Drive, Landover, MD 20785. (301) 459-3700.

RESOURCE PERSONS

In addition to the contact people for programs covered above, the HEATH Resource Center has identified the following people who have experience with career planning and employment for postsecondary students with disabilities and are willing to answer inquiries or discuss program planning and implementation.

Carol Dunlap, National Director
Projects With Industry
Electronic Industries Foundation
1901 Pennsylvania Avenue, NW,
Suite 700
Washington, DC 20006
(202) 457-4913

Brenda Hameister
Office of Disability Services
Pennsylvania State University
105 Boucke Building
University Park, PA 16802
(814) 863-1807

Kent Kloepping
David Corsi
University of Arizona
Second and Cherry Street
Tucson, AZ 85721
(602) 621-5227

James Schneider, Executive Director
CAREERS & the disABLED
44 Broadway
Greenlawn, NY 11740
(516) 261-8917

Kay F. Schriener
Richard T. Roessler
Arkansas Research and Training
Center in Vocational Rehabilitation
University of Arkansas
346 W. Avenue Annex
Fayetteville, AR 72701
(501) 575-3658

Anita Tritell
Career Development Services
140 Gordan Boulevard
Floral Park, NY 11001
(516) 437-9570

Jeff Vernooy, Associate Director
Handicapped Student Services
Wright State University
Dayton, OH 45435
(513) 873-2140

SELECTED ANNOTATED BIBLIOGRAPHY AND RESOURCES

Publications and Films

Careers & the disABLED: *The career magazine for people with disabilities* is a magazine that covers the subject of people with disabilities and the work place. Featured are

articles about products, "dressing for success," and employers who are recruiting persons with disabilities. Also included is a "free resume form" which is designed to help prospective employers and employees find one another through the magazine's office in Centerport, NY. Employers also place job announcements throughout the magazine and the magazine includes a collection of "success" stories. The magazine is published three times a year and is available for \$8.00 a year with payments and \$10.00 with invoice. Requests for subscription should be mailed to **Equal Opportunity Publications, Inc.** PO Box 202, Centerport, NY 11721.

Careers in Oceanography and Marine Related Fields, (1990) (*A Special Edition with Emphasis on Opportunities for Sensory or Physically Disabled Persons*) is a booklet which covers the topics of career opportunities, the employment outlook, financing education, and educational requirements for jobs. One chapter specifically focuses on information for persons with disabilities who are interested in these particular career tracks. The booklet covers all of the above topics thoroughly and offers a good summary of the profession for the person with or without a disability. It discusses the pros and cons of working in this profession and offers some job hunting tips and resources for the job seeker to contact. As each topic is discussed there is a special emphasis on disability, as well as specific resources listed for persons with disabilities. Single copies of this booklet are free and can be ordered by writing to The Oceanography Society, 1755 Massachusetts Avenue, NW, Suite 700, Washington, DC 20036-2102.

Career Opportunity News, a periodical published six times a year, covers many of the issues that affect today's career world. Some of the recent articles discussed changes in work in America, the status of women students in medicine, several book reviews, and other pertinent subjects.

Although the publication is not disability-specific, it does have several resources that are directed towards a person with a disability and would be useful to someone entering or changing careers. To order, write Garrett Park Press, PO Box 190M, Garrett Park, MD 20896. Subscriptions range from one to three years and are \$25 to \$60 prepaid, and \$30 to \$65 if an invoice is required.

Career Perspectives: Interviews with Blind and Visually Impaired Professionals (1990), published by the American Foundation for the Blind, is a compilation of twenty personal accounts from people who are blind and visually impaired. They all share the experience of choosing a career, or several careers, and taking numerous steps to achieving their goals. The book also informs readers that people who are blind or visually impaired are not limited to stereotypical jobs. Among the twenty role models is a judge, a director of cardiopulmonary services, a clinical psychologist, an associate engineer, and a professor of communications law. This book is available in large print, cassette, and braille editions. **Career Perspectives** is available by prepaying \$11.95 + \$3 for postage and handling to the American Foundation for the Blind, Inc., 15 West 16th Street, New York, NY 10011. (212) 620-2143.

Choices: A Student Survival Guide for the 1990's (1989) by Byrna J. Fireside, is a compendium of work, internship, and travel opportunities for high school graduates. Chapters begin with a brief informational paragraph and are followed by several reports of both positive and negative aspects of the experiences of actual student participants, some of whom have disabilities, others of whom do not. While aimed at young people, **Choices** is an excellent resource for career/college advising offices, public libraries, and for anyone working with young people leaving high school or in college. **Choices** is available by prepaying \$9.95 to Garrett Park Press, PO Box

190, Garrett Park, MD 20896. (301) 946-2553.

DETOURS: Biographies of Physically Disabled Achievers, by C.D. Abernathy (1990), is an annotated listing of "able disabled people who achieve, or are achieving, in spite of their disability." There are brief paragraphs about more than 100 men and women from Julius Caesar (100-44 bc) to Jim Abbott (1967-). The booklet would serve as a handy resource for disability awareness programs, as well as for individuals seeking commonalities with people for whom disabilities are detours to dreams and hopes of achievement. Readers can learn about the man who supervised the construction of the Brooklyn Bridge from his wheelchair, the pilot with no legs who helped save London during World War II, and the woman movie stunt person who is deaf. **DETOURS** is available by prepaying \$7.95 to Teamsavers, PO Box 3101, Salem, OR 97302.

Disabled, Female, and Proud! Stories of Ten Women with Disabilities by Harilyn Russo (1988) profiles the diverse lives of 10 women who have made different types of life choices. Each tells about her education and work, and how she got to where she is now. The jobs these women hold are clearly defined and span a variety of fields- math, science, art, business, human service, and community activism. Each woman relates the difficulties, prejudices, and barriers she faced and offers advice to the reader about how to overcome them. The book encourages career exploration and offers for consideration new choices for young readers with disabilities. **Disabled, Female, and Proud!** is available prepaid for \$9.95 plus \$3.50 postage and handling from Exceptional Parent Press, 605 Commonwealth Avenue, Boston, MA 02215. (617) 536-8961.

Employment Incentives Manual: How to Motivate Business to Hire Individuals with Disabilities (1985). This manual, developed as a part of the ACRES National Project on Transition of Rural Youth, provides information on

incentives for employers and businesses hiring persons with special needs. It contains an extensive listing of monetary incentives, such as tax credits and supplemental training funds. It describes program resources for job access and accommodation, job placement, computer training, employee incentives, and self-employment. Additional media and legislative resources are also provided. The **Manual** is available by prepaying \$7.50 to ACRES from Phebe Schwartz, American Council on Rural Special Education, Western Washington University, Bellingham, WA 98225.

Getting Skilled, Getting Ahead, by James R. Myers and Elizabeth W. Scott (1989), is a book published by Peterson's Guides in cooperation with National Association of Trade and Technical Schools (NATTS). Written for the young person planning a future, it gives specific ideas about how to explore jobs available to skilled and unskilled workers, characteristics of private career schools and what they offer, "road maps" to finding out about training opportunities, and job profiles that describe occupations for which training is available. The book is available in bookstores (for \$5.95), or in bulk (discounts for more than two copies) from Peterson's, 1-800-EDU-DATA. (In NJ, 609-243-9111).

How to Choose a Career . . . and a Career School for the Student with a Disability is a clear and concise starting place for the student considering training for a specific job. This pamphlet discusses salary, job demands and mobility, and licensing requirements as well as disability issues. It lists 107 jobs and how long it takes to learn them at career training schools accredited by the National Association of Trade and Technical Schools (NATTS). This six step guide to shopping for a career school gives the prospective student with a disability a list of sharply focused questions to ask while seeking a training program. Free from NATTS, PO Box 10429, Dept. DCC, Rockville, MD 20850.

The Impossible Takes a Little Longer, a 46 minute film/video produced by the National Film Board of Canada, portrays the varied textures of the personal and professional lives of four women with disabilities. Each developed creative solutions to frustrations encountered in the work place and at home caused by both their disability and by being women. They all had difficulty securing employment, being treated as a competent worker for career advancement, developing programmatic and technological accommodations for the job, as well as enjoying social interaction. Information presented in this film is relevant to all educational and occupational settings and is geared for high school, college, and adult audiences. It would be an asset to both disability awareness programs or woman's advocacy programs. The film is available for sale or rent, in film, VHS or U-matic format. For ordering information, contact Indiana University, Audio-Visual Center, Bloomington, IN 47405. (812) 855-8087.

Postsecondary Issues for Adults with Learning Disabilities, No. 11 Winter 1991, by Patricia L. Anderson, M.S. is a short article in **Postsecondary LD Network News** for the career counselor working with the student with a disability. The article focuses on the role of the career counselor, and how the counselor may be asked to take on many different roles depending on the individual needs of the student. Included in the article are ten recommended steps that focus on the "process of career counseling" as well as some resource books listed in the conclusion.

Postsecondary LD Network News is published three times a year. Subscriptions are available at a rate of \$20.00 per year for individuals and \$30.00 per year for prepaid orders from a school or agency. Write **Postsecondary LD Network News**, Pappanikou Center on Special Education and Rehabilitation, The University of Connecticut, U-64, 249 Glenbrook Road, Storrs, CT 06269-2064.

Resource Directory of Scientists and Engineers With Disabilities, Second Edition, edited by Virginia W. Stern, Diane E. Lifton, and Shirley M. Malcom (1987), updates and expands the first edition (1978) to 950 scientists and engineers who have indicated their willingness to be a resource person. This well indexed listing is designed for consultants, speakers, role models, and peer reviewers. It could be especially valuable as a career counseling tool in high schools and colleges. It is available for \$13.00 prepaid from Project on Science, Technology and Disability, American Association for the Advancement of Science, 1333 H Street, N.W., Washington, DC 20005. (202) 326-6672.

Take Charge: A Strategic Guide for Blind Job Seekers, 1989 by Rami Rabby and Diane Croft is a complete career guidance and resource book. Although it is written specifically for the job seeker who is blind, it can be used by other job seekers since it offers extensive advice on finding careers. The book takes the job seekers from the very beginnings of "Exploring the Possibilities" of careers through the resume, the interview process and on to "On-the-Job Success & Upward Mobility." Also listed in the end of the book are some publications and organizations that are helpful as resources to the job seeker. The book provides advice for a job seeker on how to put the employer at ease with the disability, and whether or not the disability should be disclosed before the interview. To order send a check for \$23.95 to National Braille Press, 88 St. Stephen St., Boston, MA 02115

Weirded Out and Blown Away is a 43-minute documentary film which explores attitudes and challenges our perception of people with physical disabilities. Four career people who have disabilities are interviewed on screen. They include a fiction writer who is post-polio, a stage actor and a film producer with rheumatoid arthritis, and a psychotherapist with cerebral palsy.

The director, Sharon Greytak, offers both a professional and personal view on the subject of disability, as she is one of the persons interviewed. The film offers insights into the personal and social relationships of men and women, the relationship between sexuality and disability, social acceptability of physical disabilities, and particular issues encountered in job interviews. The documentary is definitely a consciousness-raising film for all audiences and can be skillfully used for training and/or discussion purposes. Distribution inquiries for preview, rental, or purchase should be made to The Cinema Guild, 1697 Broadway, New York, NY 10019. (212) 246-5522.

SELECTED ORGANIZATIONS

American Association for the Advancement of Science (AAAS)

Project on Science, Technology and Disability
1333 H Street, NW
Washington, DC 20005
(202) 326-6667, voice/TDD

The Project addresses the concerns of scientists and engineers with disabilities, and offers suggestions about improving accessibility of science programs for students with disabilities. A number of career-related publications are available, including the **Scientific and Engineering Societies: Resources for Career Planning**. (\$6.00 prepaid to AAAS, Sales Department).

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE)

PO Box 21192
Columbus, OH 43221
(614) 488-4972, voice/TDD

AHSSPPE is a national nonprofit organization of over 1200 members from over 800 institutions of higher education committed to promoting full participation of individuals with disabilities in college life. Information sharing is a key element of their goal to upgrade the quality of services

available to disabled students. Membership benefits include annual conferences, **ALERT, Journal of Postsecondary Education and Disability**, and many publications relevant to careers. AHSSPPE also sponsors fifteen Special Interest Groups including one on career planning/placement.

ERIC Clearinghouse on Adult, Career, and Vocational Education

1900 Kenny Road
Columbus, OH 43210
(614) 486-3655 or (800) 848-4815

ERIC (Education Resource Information Center) is an information system sponsored by the National Institute of Education within the Department of Education. The ERIC Clearinghouse on Adult, Career and Vocational Education provides information dealing with several aspects of career development, including attitudes, self-knowledge, and specific occupational and vocational skills. ERIC provides information regarding individuals with disabilities in any of these areas, including career education. The Clearinghouse staff conducts (for a fee) custom computer searches of its ERIC data base. It also provides many useful publications, including bibliographies, and resource guides on topics of current interest.

National Rehabilitation Information Center (NARIC)

8455 Colesville Road, Suite 935
Silver Spring, MD 20910
(301) 588-9284 or (800) 346-2742,
both voice/TDD

NARIC is a library and information center on disability and rehabilitation funded by the National Institute on Disability and Rehabilitation Research to collect and disseminate information. NARIC's library contains materials on all aspects of physical and mental disabilities. Information specialists provide quick reference and referral services, searches of NARIC's database, REHABDATA, and photocopies of documents. **NARIC Quarterly** and other publications are available free by request.

The Research and Training Center on Independent Living at the University of Kansas offers a cata-

logue of materials, some of which pertain to issues of employment of persons with disabilities. The center "produces materials developed from preliminary studies, research reports, and training activities" which are available both in print and on audio cassette. The section on employment includes titles such as **Teaching Employment Interview Skills to Unemployed Adults**, and **Learning Job-Finding Skills**. The catalogue is available by writing to: The Research & Training Center on Independent Living (RTC/IL), 4089 Dole, University of Kansas, Lawrence, KS 66045-2930. (913) 864-4095.

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